

## BIROn - Birkbeck Institutional Research Online

Vogel, M. and Havemann, Leo ELESIG London: come evaluate with me!  
In: ELESIG London: Come evaluate with me!, 11 Nov 2015, London, UK.  
(Unpublished)

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**ELESIG**

Evaluation of Learners' Experiences of e-learning  
Special Interest Group

**ELESIG**London:

# Come evaluate with me!

## 11 Nov 2015 | UCL

*Facilitated by Mira Vogel & Leo Havemann*

# Agenda



Come evaluate  
with me!

- 09:30am Welcome & introductions
- 09:45am *What do we need?*
- 10:00am Discussion: *Evaluating within constraints*
- 10:35am *What do you want to do?*
- 10:45am **BREAK**
- 11:00am **Tunde Varga-Atkins:**  
*Nominal focus group technique*
- 11:30pm Networking activity
- 12.20pm **Professor Amanda Jefferies:** *Video diaries*
- 12:50pm *What next? And close.*

What do we need?

# What is evaluation?

See handout

# What is evaluation? (1)

"... the collection and analysis of data for the purpose of informed decision-making"

(Kember & Ginns, 2012, p1)

# What is evaluation? (2)

"...a mechanism that informs the constant stream of decisions that have to be made."

(Kember & Ginns, 2012, p143)

# What is evaluation? (3)

"Most definitions of evaluation include reference to several key features: (1) answering specific, given questions; (2) gathering information; (3) making judgements; (4) taking decisions; (5) addressing the politics of a situation."

(Cohen, Manion & Morrison, 2001 p40)



# What is evaluation? (4)

"...a form of applied research, not performed for the benefit of science, but pursued to inform the thinking of policy makers, practitioners, program participants and public."

(Pawson & Tilley, 1997, p xiii)

# What is evaluation? (5)

What else?

What different?

What not?

# Why evaluate?

See handout

# Why evaluate? (1)

“...we have a duty of care to provide the best educational experience possible for our learners.”

(Dale, 2014)

## Why evaluate? (2)

“Overall, there is strong evidence to suggest that online learning is at least as effective as the traditional format, but the evidence is, by no means, conclusive.”

(Nguyen, 2015)

# Why evaluate? (3)

“...the potential for gaining transferable lessons from the findings ... Progress emerges through a process of theory building and theory testing”

(Pawson & Tilley, 1997, xvi)

# Why evaluate? (4)

“After ... running an evaluation and reporting the results, we do not see much notice taken of it. Things usually seem to go along much as they would have done if the evaluation had not been done. What is going wrong here, and what can we do about it?”

(Weiss, 1990, p171)

# Why evaluate? (5)

“... research ought to be better constructed so that it is better able to be used in the actual processes of policy making.”

(Pawson & Tilley, 1997, p12)



# Why evaluate? (6)

“... not as a valid, tested, body of propositions based on causal logic, but as ammunition for debate and intraorganizational arguments”  
(Weiss, 1980).

# Why evaluate? (7)

Why else?

Why different?

# Matchmaking

For mutual support & inspiration

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For mutual support & inspiration

# Summarise your idea

Take 5 minutes to set out your evaluation idea.

Make a simple poster of your idea on A4 paper.

Draw / write to be seen at a little distance.

Prepare to talk about your idea in a nutshell - purpose, maybe ideas about methods.

# Matchmaking - find match(es)

Take 10 minutes to circulate with your poster.

Introduce your idea in a nutshell. Hear from others.

Buddy up with others by purpose (or maybe by method).

To be continued.  
Now, break.

Reconvene for Tunde at 11am.  
**Please sit in your new groups or pairs.**

# Tunde Varga Atkins

<https://www.haikudeck.com/nominal-focus-group-education-presentation-D4896Ot959>



# Matchmaking continued (until 12.15)

In your groups or pairs help each other start to firm up respective plans.

If the Planning section on the handout helps as a framework, use it.

Make plans to keep in touch or offer support.

# Quick 5 min feedback on activity

Next, Amanda.

What shall we do at the next  
event?

# References

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